

DUTCH FORK MIDDLE

1528 Old Tamah Road
Irmo, SC 29063

GRADES 7-8 Middle School

ENROLLMENT 1,100 Students

PRINCIPAL Michael Lucas 803-732-8167

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-898-0096

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

5

3

0

0

0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Good	Unsatisfactory	No

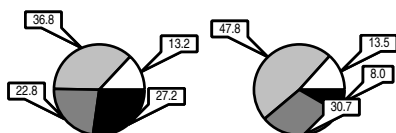
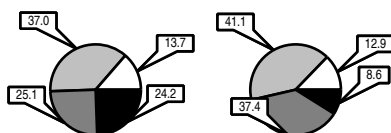
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	1,089	99.9	13.4	47.9	30.7	8.0	52.5	Yes	Yes
Gender									
Male	548	99.8	17.6	52.4	26.0	4.0	43.0		
Female	541	100.0	9.1	43.3	35.5	12.0	62.1		
Racial/Ethnic Group									
White	778	99.9	9.6	45.4	35.1	10.0	59.0	Yes	Yes
African-American	275	100.0	25.2	55.2	16.8	2.8	33.6	Yes	Yes
Asian/Pacific Islander	20	100.0	5.0	45.0	45.0	5.0	50.0	I/S	I/S
Hispanic	11	100.0	27.3	63.6	9.1	0.0	27.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	993	100.0	9.6	49.2	32.6	8.6	55.9		
Disabled	96	99.0	56.6	32.5	9.6	1.2	13.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	1,089	99.9	13.4	47.9	30.7	8.0	52.5		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,080	99.9	13.1	47.9	30.9	8.1	52.9		
Socio-Economic Status									
Subsidized meals	205	100.0	25.0	57.6	16.3	1.1	28.3	Yes	Yes
Full-pay meals	884	99.9	10.9	45.8	33.8	9.5	57.7		

Mathematics - State Performance Objective = 15.5%									
All Students	1,088	99.9	13.1	36.8	22.9	27.2	62.6	Yes	Yes
Gender									
Male	548	99.8	14.1	38.2	22.4	25.2	58.3		
Female	540	100.0	12.1	35.4	23.3	29.2	66.9		
Racial/Ethnic Group									
White	777	99.9	8.5	34.0	25.1	32.3	70.2	Yes	Yes
African American	275	100.0	27.2	45.2	15.2	12.4	39.6	Yes	Yes
Asian/Pacific Islander	20	100.0	5.0	35.0	30.0	30.0	70.0	I/S	I/S
Hispanic	11	100.0	27.3	45.5	27.3	0.0	36.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	992	100.0	10.1	36.5	24.3	29.1	66.5		
Disabled	96	99.0	48.2	41.0	6.0	4.8	18.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	1,088	99.9	13.1	36.8	22.9	27.2	62.6		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,079	99.9	12.9	37.0	22.9	27.2	62.6		
Socio-Economic Status									
Subsidized meals	205	100.0	27.2	43.5	20.7	8.7	44.6	Yes	Yes
Full-pay meals	883	99.9	10.1	35.4	23.3	31.2	66.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	3	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	505	100.0	14.0	47.1	34.2	4.8	39.0
	Grade 8	533	100.0	12.1	47.5	36.8	3.6	40.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	565	99.8	13.6	47.2	32.3	6.8	39.1
	Grade 8	525	100.0	14.1	50.4	26.8	8.7	35.5

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	3	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	505	100.0	10.4	32.4	25.1	32.2	57.3
	Grade 8	533	100.0	9.3	43.8	26.1	20.8	46.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	565	99.8	12.2	30.0	25.2	32.6	57.7
	Grade 8	525	100.0	16.8	44.8	18.9	19.5	38.4

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,100)				
Students enrolled in high school credit courses (grades 7 & 8)	57.2%	Up from 50.7%	28.8%	14.6%
Retention rate	1.2%	Down from 3.8%	1.5%	3.0%
Attendance rate	96.8%	Up from 96.7%	97.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.5%		1.7%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.6%		1.6%	5.3%
Eligible for gifted and talented	25.8%	Down from 27.0%	36.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.7%	Down from 9.0%	9.9%	13.9%
Older than usual for grade	0.9%	Down from 1.3%	1.4%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.6%	Up from 3.9%	0.4%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 69)				
Teachers with advanced degrees	52.2%	Up from 50.7%	52.8%	48.7%
Continuing contract teachers	92.8%	Up from 84.1%	86.7%	81.7%
Highly qualified teachers**	96.4%	N/A	90.7%	90.4%
Teachers with emergency or provisional certificates	3.1%		2.8%	5.3%
Teachers returning from previous year	88.5%	Up from 86.0%	88.2%	85.1%
Teacher attendance rate	94.3%	Down from 94.5%	95.7%	94.8%
Average teacher salary	\$42,357	Up 4.4%	\$41,596	\$40,566
Prof. development days/teacher	11.3 days	Up from 11.0 days	11.8 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	7.0	3.3
Student-teacher ratio in core subjects	22.3 to 1	Up from 22.0 to 1	24.7 to 1	21.3 to 1
Prime instructional time	90.3%	Down from 90.4%	91.2%	89.3%
Dollars spent per pupil*	\$6,310	Up 2.8%	\$5,063	\$5,821
Percent of expenditures for teacher salaries*	61.1%	Down from 62.5%	63.2%	61.8%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	99.0%	Down from 99.8%	97.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.5%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Educational Agenda of Dutch Fork Middle School (DFMS): Administrators, staff, teachers, parents and community have relentlessly pursued the priorities of our mission statement. By focusing on a nurturing environment for student improvement and excellence, by fostering differentiation in our instructional designs, and by promoting a climate that encourages all to participate in the effectiveness of our school, DFMS has continued to have much success. Thus, we have enjoyed a great year and look forward to the challenges of the future.

Environment for Student Improvement: Student growth, improvement and successes are key values at DFMS. Our literary efforts (yearbook, literary magazine, and newspaper) were award winners at the state SCSPA convention. Our school is home of the district winner of the Lt. Governor's essay contest and four state level winners in the PTSA Reflections contest. Student writings appeared in The State newspaper. Spanish and French classes competed in a poetry contest. Other student participation included regional science and engineering winners, performing arts students at TRIDAC and in local productions, plus ten students in the National Geography Challenge. Math Counts Team placed third in Chapter Competition; American Mathematics Competition had four National Honor Roll recipients; 73 students were selected for the State Honor Roll. Band, strings and chorus continued to have exemplary programs that earned awards at festivals and competitions. The art classes painted murals in the hallways in "A Tapestry of South Carolina."

Instructional Design: Teaching strategies ensure the effective implementation of a world class curriculum. The school received a three-year federal grant entitled "Engagement in Real-World Learning" that will bring technology equipment and salaries allowing one teacher to work with others on integrating technology into the curriculum. Gaining National Board certification this year were the following: Martina Fox, Jeanne McKinney, and Bobbie Schowalter. In addition, Melinda Hare was named Teacher of the Year. Support Employee of the Year was Paul Sims. Lynn Rennebaum received ETS Recognition for Excellence for having a score in the top 15% in English Content Knowledge.

Community Leadership: A shared vision of a positive relationship between school and community guides a cohesive partnership that supports the overall effectiveness of school policy. The DFMS Improvement Council and the PTSA board provide the leadership to pursue our mission. Fox Frenzy, a field event honoring the entire student body and sponsored by the PTSA, featured a rock climbing wall, games, competitions and food.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	74	474	159
Percent satisfied with learning environment	95.7%	73.6%	86.9%
Percent satisfied with social and physical environment	97.3%	76.6%	81.3%
Percent satisfied with home-school relations	97.2%	80.1%	76.8%

*Only students at the highest middle school grade level at this school and their parents were included.